**CI 454 E – (P)TWS Section I. Contextual Factors**

**Due Oct. 24, 2010**

**100 points**

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| **Date** | **Task** |
| Sept. 7-Oct. 1 | Conduct research and begin drafting Contextual Factors paper.   * Locate community and school information online. * Make note of classroom features. * Observe student characteristics, and ask your CT for additional info. |
| Oct. 1-22 | Compose, revise, and polish Contextual Factors paper.   * Consider taking your piece to the Writing Center (601 Lindquist Hall) for assistance and feedback during any part of your writing process. |
| **Oct. 24** | **Contextual Factors assignment due**   * Combine your paper and appendices into **one document** (.doc, .docx, or .rtf). * Name the document using the following format: Lastname\_TWS-CF. (So, mine would be Mason\_TWS-CF.) * Submit your Contextual Factors and appendices **as** **one document** to [kmasonwsu@hotmail.com](mailto:kmasonwsu@hotmail.com) by 11:59 p.m. * In the **subject line of your e-mail**, type: Your last name, your first name – CI 318 – Assignment #1/Contextual Factors. * I will confirm receipt of your assignment via e-mail on Oct. 25. If you do not hear back from me, that means I did not receive your assignment (and/or you did not submit it correctly). |

**Overview**

For this assignment, you will complete the first section (Contextual Factors) of the Teacher Work Sample (TWS). This section asks you to describe and analyze the teaching-learning context and student differences in order to set learning goals and plan instruction and assessments. This is a logical beginning for your placement: close observation of and inquiry related to your students and school context, including your knowledge of:

* the community, district, school, and classroom
* student characteristics (e.g., demographics, learning styles, prior knowledge)
* implications for instructional planning and assessment

Your analysis of your school and classroom context will guide your planning for the next two assignments in CI 318.

Detailed information about the Teacher Work Sample can be found at <http://webs.wichita.edu/depttools/depttoolsmemberfiles/COEdESS/Handbooks/tws_handbook.pdf>.

**The Assignment**

The Contextual Factors portion of the TWS is pasted below. In addition, I have included a planning worksheet in the Contextual Factors assignment folder on Blackboard, which will guide your research and drafting.

**TWS Standard:** The teacher candidate uses information about the learning-teaching context and student individualdifferences to set learning goals and plan instruction and assessment.

**Task**

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

**Prompt**

In your discussion, include the following:

1. **Community, district and school factors**. Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
2. **Classroom factors**. Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
3. **Student characteristics**. Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students’ skill levels. In your narrative, make sure you address student’s skills and prior learning that may influence the development of your learning goals, instruction and assessment.
4. **Instructional implications**. Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

**Format**

Your final draft should be approximately two pages (not including appendices), typed, doubled-spaced, in Times New Roman font. You should use APA Style to format all references and in text citations. Visit <http://www.apastyle.org/> for APA Style formatting guidelines.

**Evaluation of Contextual Factors for CI 318**

I will evaluate your Contextual Factors paper according to the rubrics outlined in the TWS assignment. You can earn up to 60 points for the Contextual Factors paper itself, and you can earn up to 21 points for the quality of writing you produce (Six +1 Traits). Finally, you’ll earn 15 points for proper formatting, including APA Style, and 4 points for correctly submitting your assignment (with the correct document name – see the syllabus or first page of this document for expectations).

**A Note about Writing as a Social Process and WSU’s Writing Center**

The WSU Writing Center is free and open to all WSU students. You may schedule or drop in for a 30 minute session with a tutor (an undergraduate or graduate teaching assistant) Monday through Friday. While tutors do not proofread or edit (i.e., they won’t “fix” your paper for you), they offer assistance with all aspects of writing, including brainstorming, organization, style, and revision, as well as specific writing concerns that you articulate. In addition, the center is equipped with five computers with Windows, Microsoft Word, and Internet access. You may also do online writing exercises to help improve basic grammar skills. No appointment is necessary, but you can schedule one by phone: 316-978-3173. The Writing Center is located in 601 Lindquist Hall and opens the second week of classes and closes on the last day of classes: Monday-Thursday (11 a.m. to 7 p.m.) and Friday (11 a.m. to 4 p.m.). Bring the assignment expectations and a draft of your work or ideas when you visit the Writing Center.

As a future teacher, you may find it valuable to experience what the Writing Center as has to offer. Writing is a social process, and it is almost always beneficial to have another set of eyes review and offer constructive feedback for your writing. ***Take advantage of this opportunity, not just to improve your writing but to get a sense of how other “teachers” approach writing instruction***.

**Contextual Factors Rubric (60 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating •**  **Indicator •** | **1**  **Indicator Not Met** | **2**  **Indicator Partially Met** | **3**  **Indicator Fully Met** | **Score** |
| **A Knowledge of Community, School and Classroom Factors**  Pro Ed S3, S13 | Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom. | Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning. | Teacher displays a **comprehensive** understanding of the characteristics of the **community, school, *and* classroom** that may affect learning. |  |
| **B Knowledge of Characteris-tics of Students**  Pro Ed S2 | Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities) | Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning. | Teacher displays general **and specific** understanding of **student differences** (e.g., development, interests, culture, abilities/disabilities) **that may affect learning.** |  |
| **C Knowledge of Students’ Varied Approaches to Learning**  Pro Ed S4 | Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities). | Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities). | Teacher displays general **and specific** understanding of the different **ways students learn** (e.g., learning styles, learning modalities) **that may affect learning.** |  |
| **D Knowledge of Students’ Skills**  **And Prior Learning**  Pro Ed S1, S2 | Teacher displays little or irrelevant knowledge of students’ skills and prior learning. | Teacher displays general knowledge of students’ skills and prior learning that may affect learning. | Teacher displays general **and specific** understanding of **students’ skills and prior learning that may affect learning**. |  |
| **E. Implications for Instructional Planning and Assessment**  Pro Ed S2, S3, S7, S8, | Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications. | Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. | Teacher provides **specific implications** for instruction and assessment based on student **individual differences** and **community, school, and classroom characteristics**. |  |

Total / 15 points

X4

**Weighted Total** **/ 60 points**

**Writing Guide (21 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **Total** |
| **Ideas** | As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. | The writer is beginning to define the topic, even though development is still basic or general. | This paper is **clear and focused**. It holds the **reader’s attention**. Relevant anecdotes and details enrich the central theme. |  |
| **Organization** | The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure | The organizational structure is strong enough to move the reader through the text without too much confusion. | The **organization enhances** and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text. |  |
| **Voice** | The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. | The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling. | The **writer speaks directly to the reader** in a way that is individual, compelling and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing. |  |
| **Word Choice** | The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning. | The language is functional, even if it lacks much energy. It is easy to figure out the writer’s meaning on a general level. | **Words convey** the intended **message in a precise, interesting, and natural way**. The words are **powerful and engaging.** |  |
| **Sentence Fluency** | The reader has to practice quite a bit in order to give this paper a fair interpretive reading. | The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid. | The writing has an **easy flow, rhythm, and cadence**. Sentences are well built, with strong and varied structure that invites expressive oral reading. |  |
| **Conventions** | Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. | The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability. | The writer demonstrates a good grasp of **standard writing convention**s (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish. |  |
| **Presentation** | The reader receives a garbled message due to problems relating to the presentation of the text. | The writer’s message is understandable in this format. | The **form and presentation** of the text enhances the ability for the **reader to understand and connect with the message**. It is pleasing to the eye. |  |

**Total / 21 points**

**TOTALS**

**Contextual Factors + Six Traits Total / 81 points**

**Followed Submission Guidelines (all or nothing) / 4 points**

**Format / 15 points**

* Correctly follows APA Style for references, in text citations

**GRAND TOTAL / 100 points**